

Newburgh Teacher Center
In-service Course Proposal
Page #1
Return by March 2, 2009

Title:	A Direct Instruction Method for Explicit Systematic Phonics Instruction and Intervention	
Curriculum Area:	ELA	
Learning Standards:	NYS ELA	
Presenter:	Patricia DeCaterina	Email: dpatcat41@aol.com
Dates:	Thursdays, Sept. 17, 24; Oct., 1,8,15,22,29; Nov. 5,12,19,2009	
Time:	4:15-7:15	
Location:	Meadow Hill School Library	
Credit(s):	2	
Hours:	30	
Target Audience:	K and 1 Classroom teachers, special education teachers, reading teachers, teaching assistants	
Course Description:	This course is designed to provide participants with a direct instruction teaching method that is research based and can be used immediately to provide instruction and/or intervention to students, utilizing the Houghton Mifflin Reading series materials.	
Course Requirements:	Attendance to all classes Participation in discussions	
Maximum Enrollment:	26	

Newburgh Teacher Center

In-service Course Proposal

p. #2

Credit and permission granted by Jay McTighe – UbD

Name of In-service Proposal: A Direct Instruction Method for Explicit Systematic Phonics Instruction and Intervention

Name of Instructor(s): Patricia DeCaterina

Desired Results

Goal(s): To provide participants with a direct instruction teaching method that is research based and can be used immediately to provide instruction and/or intervention to students, utilizing the Houghton Mifflin Reading series materials.

Understanding(s):

Phonics, direct instruction, pacing, prompting, nonsense word fluency (NWF), phoneme segmentation fluency (PSF), DIBELS.

Essential Question(s):

- *How do I teach a non-reader to read?*
- *What is NWF and why is it important?*
- *Why do students need to read nonsense words?*
- *What is PSF and why is it important?*
- *How do I teach NWF and PWF?*
- *How do I measure NWF and PWF?*
- *How do I transition from nonsense words to real words?*

Knowledge/Skills:

Assessment Evidence

Direct Evidence:

- All of the above can be observed in formal and informal observations.
- Implementation of this direct teaching approach will increase students' reading ability.
- DIBELS scores.

Learning Plan

Learning Activities:

- Participate in direct instruction of letter/sound correspondence
- Participate in direct instruction of combining sounds to create nonsense words
- Participate in direct instruction of phoneme segmentation
- Practice direct instruction of each aspect of reading instruction
- Implement direct instruction method in classroom
- Evaluate results of method implemented
- Practice DIBEL assessment and use data to guide instruction